**Creating a Prezi Presentation**

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**Analysis**

**Performance Gap**

Teachers have a lack of knowledge about presentation programs that they could use in their classroom, such as the Web 2.0 program Prezi, which is both a presentation and collaboration tool. This problem may exist for several reasons. First, they are not aware of the benefits of different presentation tools, and therefore do not bother trying to learn about or use them. Second, they do not know about the different presentation programs that exist. Next, they do know that presentation programs such as Prezi exist, but do not use them because they are hesitant about trying new programs without any instruction on how to use them. Finally, teachers don’t have enough time to be taught to use new technologies because collaboration time during the school day is devoted to completing reports, developing common assessments, and tracking student progress, and teachers have other obligations before and after school. I also discovered that teachers don’t know how to use presentation programs effectively to engage students. For example, teachers use programs like PowerPoint for lecturing purposes only, which is not engaging for students.

I identified my performance gap by emailing people whom I thought would know most about the problems that exist between teachers and/or students and their use of technology. I emailed my administrators, the technology coordinator for our district, the hybrid Moodle course teacher at my school, and the information technology teacher at my school. In each of their responses, there were two commonalities: the need for training teachers on how to use Live@edu (which will be implemented for all communication purposes at the beginning of next school year), and the need for teachers and students to learn about new Web 2.0 collaboration and presentation tools. Training on the use of Web 2.0 tools was suggested because these tools are generally free for educator accounts, and can be accessed from any location because they are Internet-based programs. Prezi was the suggested program to train on, because it is both a presentation and collaboration tool. Finally, through observation, research, and informal interviews with students, I found that student are sick of being lectured at through PowerPoint, because teachers use this program, which a student referred to as a “projected textbook,” to display endless slides of text with little to no other features for engagement such as images, videos, sound, and diagrams.

To confirm my performance gap, all I had to do was reflect upon the ways that I have seen teachers in my school present information. I noticed that it is usually through word-processing, PowerPoint, or modes of presentation that do not involve the use of technology tools. I also saw that when teachers were collaborating to create presentations for their content area, they would surround one computer to create the presentation. Those who did not have control of the keyboard may or may not have been engaged and helpful in the process.

**Instructional Goals**

To close the performance gap, I would like learners to meet two important instructional goals. First, I would like teachers to be able to create an effective and engaging presentation for their content area using Prezi by utilizing its various features. Second, I would like teachers to be able to use Prezi’s collaboration tool to work with others in their content area to create presentations even when they are not in the same location. By meeting these two instructional goals, learners will have learned to use Prezi for its two primary functions: presentation and collaboration. Each learning module of the training contains specific performance objectives, which learners will meet in order to learn to use the various functions of the Prezi program.

**Target Audience**

The training on Prezi would be offered at a district inservice, where teachers are able to select from a variety of trainings. Therefore, I will have limited knowledge about my exact target audience. However, there are some things that can be identified about the target audience. Those who will receive this training are teachers from three different middle schools in the West Allis West Milwaukee School District. The age range of the potential audience would be approximately 22 to 55 years old. The ratio of staff members in the middle schools is approximately three females to one male. Therefore, one could assume that the training would consist of a similar gender ratio. The teachers who will receive the training have varying levels of education from a Bachelor’s degree in education with a variety of supports to a Master’s degrees in a variety of areas related to education. For some teachers, education is their second career, and therefore may have a degree or training in another field. The staff members in the middle schools have a cultural make-up that is mostly white, with approximately nine African American teachers and six Hispanic teachers. The primary language spoken by the middle school staff is English.

**Delivery System and Cost**

During our district inservices, there is always at least one option for a Next-Generation Learning training. In this situation, the delivery system would be a large-group, in-class, and computer-based training where I would model the use of Prezi functions and the trainees would practice them while they create something that they can use in their classroom. All three middle schools and the administration building have computer labs that contain at least 31 computers. Therefore, any of these locations would be sufficient to host the training. During each inservice day, thirty individuals could be trained on the use of Prezi. No money resources are needed for Prezi program, which is why it would be a great presentation program to teach educators to use. However, trainers would be given an incentive day off, which means a substitute would be hired for $100 per day. Therefore the cost of the training can be calculated by multiplying the number of trainers by $100. The only other cost would be to supply unprepared teachers with pens, which would cost approximately $2.00 for a pack of 20 basic pens at Walgreens.

**Project Management Plan**

The subject matter experts for Prezi are Travis Tetting and Jamie Mangin. Both of these individuals know the features of the Prezi program, and have taught it to small groups of students before. I have sought advice from both of them about the best and most critical features of Prezi to teach the target audience. Jamie and Travis taught me the most effective way to instruct others about those features. They have also looked over the learning modules I have created to make sure that all information is accurate and that I have not missed any important details. Possible instructors for a Prezi training include myself, Jamie Mangin, Jenny Naber, Michelle Tatithan, Travis Tetting. All of these people have experience using the various features of the Prezi program, and have agreed to instruct the training if needed. Jeff Taylor, Beth Koehler, and Diane Ulezelski, are the administrators from the three middle schools that will oversee the development of the instructional design, give their feedback during the instructional design process, approve the training before it is given to the target audience, and help to evaluate the training after it has been implemented.

**Resources Needed**

* **Projection screen / whiteboard/ white wall**- to project images from projector
* **LCD Projector**- to project YouTube videos, the course wiki webpage, and the modeling of Prezi program features from the instructor’s computer screen
* **Document camera**- to project written directions from the Prezi instructional manual simultaneously alongside the projector image from the computer
* **Access to a computer lab with 31 computers**- for guided and independent practice using Prezi features by teachers as they create their own Prezis
* **One instructor computer**- to play Youtube instructional training videos and model the use of Prezi features
* **Internet Access**- for instructors and trainees to access the Prezi online program and course wiki webpage
* **Pens**- for trainees who forgot to bring a writing utensil
* **Before beginning the training, teachers should bring or have access to instructional materials for which they would like to use to develop a Prezi presentation.** This may include curriculum plans, textbooks, teacher guides, documents, etc. These materials will give them a base to begin to build their Prezi presentation upon. They can bring hard copies of the materials, or access them through a flash drive, the Internet, or the StaffShare drive on the school network.

**Design**

**Task Inventory: Cognitive, Motor, and Order Tasks**

During the Prezi training, teachers will participate in cognitive tasks, which involves learning and using knowledge such as thoughts, ideas, and perceptions. First, using the Prezi website, teachers will view public Prezi presentations and write down what they notice about presentations made using this program. They should note how this program differs than other presentation programs, such as those created by PowerPoint, and their responses should revolve around features of the program. This activity will allow them to see the big picture of what they will be learning about. Next, they will view a series of YouTube video tutorials that will demonstrate how to use different Prezi features. Not only will they find out about the different features that Prezi offers, but they will also learn how to create a smooth presentation, use other digital media to enhance presentations and engage students, collaborate with other teachers using Prezi’s collaboration tool, and share their presentations so that others can benefit from their work. At then end of the training, teachers will be given two different public Prezis presentations to evaluate. They will use a graphic organizer to indicate which Prezi features are included (along with those that are not) that make the presentation engaging and effective, and write a rationale for their answers. By participating in these cognitive tasks, teachers will acquire the knowledge that they need to create and share effective and engaging presentations, and be able to evaluate other presentations in relation to what they have learned.

Teachers will also be participating in order tasks during the training, which involves them completing a sequence of tasks or procedures. After watching the YouTube tutorial video on one topic, the instructor will model the task. At the same time, the teachers will practice using the corresponding Prezi feature to help create a Prezi presentation for their own content area. These features include:

* + Navigating the canvas
  + Using the Zebra
  + Choose a template for their presentation
  + Customizing colors and fonts
  + Inserting text
  + Creating a basic path
  + Inserting files
  + Inserting images
  + Inserting video
  + Inserting shapes
  + Creating a drawing
  + Zooming to create layers
  + Inserting drawings and diagrams
  + Drawing frames to group content
  + Using the collaboration tool to create with others and give peer feedback
  + Sharing their presentations through various modes

Teachers will continue this process until they have learned all of the functions of the Prezi presentation.

Finally, teachers will be completing motor tasks. Motor tasks require teachers to use physical exertion to practice skills. Working in groups, teachers will present their Prezi presentation after each learning module to their peer audience. In these groups, teachers will critique each presentation and give feedback to the creator about his or her use of the Prezi features or skills that were taught in the learning module. After all teachers receive feedback, they will use it to make modifications to their presentations before submitting it to the instructor for final feedback.

**Prezi: Beginner – Learning Module One Overview**

In the first learning module, teachers will begin **c**reating a Prezi presentation based upon their specific content area that includes eight out of the ten following basic Prezi features: a chosen template, custom color and font applied to the entire Prezi presentation, text with different colors to highlight main points, text that bullets key information, text written in title style, text written in subtitle style, text written in body style, text that is spread out in different locations across the Prezi canvas, text of different sizes, and text that is oriented in different directions on the canvas. After the first learning module, instructors will use a checklist to assess teachers’ Prezis for their use of the beginning level features.

**Prezi: Intermediate - Learning Module Two Overview**

In the second learning module, teachers will continue developing their Prezi presentation based upon their specific content area that includes five out of the six following intermediate level features: an inserted file, an inserted video, an inserted image, an inserted pre-made diagram or drawing, a created drawing, overlapped text and content (images, drawings, etc). After the second learning module, instructors will use a checklist to assess teachers’ Prezis for their use of the intermediate level features.

**Prezi: Advanced - Learning Module Three Overview**

In the third learning module, teachers will finish developing their Prezi presentation based upon their specific content area that includes four out of the four following advanced level Prezi features: layered text and content, frames to group related content, smooth path transitions, and a path to all of the content on Prezi canvas. Instructors will determine whether or not teachers met this performance objective by using a checklist to assess teachers’ Prezis for their use of the advanced level features. Teachers will also be able to use what they have learned about effective and engaging presentation criteria and Prezi features to evaluate two public Prezi presentations. Instructors will be able to assess the graphic organizers that the teachers completed as they evaluated public Prezis for their use of effective and engaging presentation strategies and inclusion of Prezi features. The graphic organizers should list the features of Prezi that were present in each public Prezi example, and a rationale as to how and why these features make Prezis effective and engaging presentation tools with 80% accuracy.

**Prezi: Sharing and Collaborating – Learning Module Four Overview**

In the fourth learning module, teachers will be able to collaborate with their peers to develop a Prezi presentation and share it with others without having to be in the same location as those peers. They will accomplish this by using the Prezi Meeting feature to collaborate with their peers to give them feedback that indicates which Prezi features taught in Learning Module Three have been used in their presentations, and sharing their Prezi by using email, Facebook, Twitter, a blog, or a wiki. After the fourth learning module, instructors will use a checklist to assess teachers’ Prezis for their use of Prezi sharing and collaborating features.

**Development**

**Prezi: Beginners Learning Module One**

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| --- | --- | --- |
| **Event** | **Instructional Strategy** | **Teacher or Student?** |
| **Materials Needed** | * **Projection screen / whiteboard/ white wall**- to project images from projector * **LCD Projector**- to project YouTube videos, the course wiki webpage, and the modeling of Prezi program features from the instructor’s computer screen * **Document camera**- to project written directions from the Prezi instructional manual simultaneously alongside the projector image from the computer * **Access to a computer lab with 31 computers**- for guided and independent practice using Prezi features by teachers as they create their own Prezis * **One instructor computer**- to play Youtube instructional training videos and model the use of Prezi features * **Internet Access**- for instructors and trainees to access the Prezi online program and course wiki webpage * **Pens**- for trainees who forgot to bring a writing utensil * **Before beginning the training, teachers should bring or have access to instructional materials for which they would like to use to develop a Prezi presentation.** This may include curriculum plans, textbooks, teacher guides, documents, etc. These materials will give them a base to begin to build their Prezi presentation upon. They can bring hard copies of the materials, or access them through a flash drive, the Internet, or the StaffShare drive on the school network. | Instructor and Teacher |
| **Gain Attention** | Using the Prezi website at [www.prezi.com](http://www.prezi.com), teachers will view public Prezi presentations and write down what they notice about presentations made using this program. They should click on the Explore tab to view different presentations.  Guiding questions for viewing public Prezis:   * What unique or engaging features do you notice about this program? * How does this program differ than other presentation programs, such as those created by PowerPoint?   Their responses should revolve around features of the program. This activity will allow them to see the big picture of what they will be learning about. After they are done browsing the public Prezis, they will share out their responses to the questions listed above using think-pair-share. | Teacher |
| **Objective** | **Teachers will be able to:**   * **Performance-** Create a Prezi presentation using the basic Prezi features, * **Condition-** which is based upon the teacher’s specific content area, * **Criterion**- that includes 8 out of the 10 following features: a chosen template, custom color and font applied to the entire Prezi presentation, text with different colors to highlight main points, text that bullets key information, text written in title style, text written in subtitle style, text written in body style, text that is spread out in different locations across the Prezi canvas, text of different sizes, and text that is oriented in different directions on the canvas. | Teacher |
| **Prerequisites** | Teachers should already know how to:   * Access and navigate the Internet by using a web address * Make a account for a program by providing a username and password | Teacher |
| **Present the Content:** | **Guided and Independent Practice**  During this learning module, the instructor should project the Instructor and Trainee Prezi Feature Manual using the document camera simultaneously with the instructor’s computer screen using the projector. Using a whiteboard or white wall, both images can be projected side by side so that trainees can view written instruction at the same time as they watch the instructor model each Prezi feature.   1. Teachers will be introduced to the course wiki page at [www.prezitraining.wikispaces.com](http://www.prezitraining.wikispaces.com). This page is a resource for both the instructor and the teachers, which includes performance objectives, all course handouts, assessments, lesson plans, a Prezi instructional manual, and links to Youtube instructional videos. 2. Teachers will create their own Prezi account. They should use their school email address so that they can get the educator account. This account offers more features than the free account, and is free for educators and students. To get an educator account, teachers should follow these steps:    1. Log in to Prezi with their username and password    2. Click on their name in the upper right hand corner of the home screen    3. Click on Settings and License    4. Scroll down to Account Settings, and select Upgrade    5. Select Edu Enjoy account    6. A verification email will be sent to the user’s email account. Teachers should go to their email account and activate their new Prezi education account. 3. Teachers will complete a pre-training survey to determine background knowledge about Prezi (<http://www.surveymonkey.com/s/T55YGWG>) 4. Watch a video tutorial for how to create a new Prezi for their given content area. ([How to Create a New Prezi](http://www.youtube.com/watch?v=1iX768sPSFU)) 5. After watching the video tutorial, teachers will create a new Prezi and pick a template for their presentation. See Instructor and Trainee Prezi Feature Manual #1 and #2 for additional assistance. 6. The instructor will give a demonstration for how to pan around the canvas. At the same time, teachers will practice panning around the canvas. See Instructor and Trainee Prezi Feature Manual #3 for additional assistance. 7. Watch a video tutorial on how to navigate the canvas. This tutorial will show them how to zoom in and out, and how to anchor themselves on the canvas by using the home button. ([Tutorial 1: Getting Started](http://www.youtube.com/watch?feature=player_embedded&v=_XtjBxGzFkc); Minute 2:21 to 2:50) 8. After watching the video tutorial, the instructor will model how to navigate the canvas. At the same time, the teachers will practice navigating the canvas at their computer on their own Prezi. See Instructor and Trainee Prezi Feature Manual #3 for additional assistance. 9. The instructor will introduce the bubble menu on the upper left side of the Prezi screen. He or she will explain what the bubble menu is and how to use it to create your Prezi. See Instructor and Trainee Prezi Feature manual #4 for additional assistance. 10. Watch a video tutorial for how to select a presentation theme, including colors and fonts. ([Prezi Tutorials: Selecting a Presentation Theme](http://www.youtube.com/watch?v=nnfTz_pVIYg&feature=player_embedded)) 11. After watching the video tutorial, the instructor will model how to choose colors and fonts from the bubble menu. At the same time, the teachers will choose colors and fonts for their own Prezis. See Instructor and Trainee Prezi Feature Manual #4 for additional assistance. 12. Watch a video tutorial for how to add and format text by changing its alignment, color, text styles, adding bulleted lists, and width of text box. ([PreziManual: Write Text](http://www.youtube.com/watch?v=oZ61V1-6qj0)) 13. After watching the video tutorial, the instructor will model how to format text. At the same time, the teachers will choose alignment, color, text styles, and width of the text box. See Instructor and Trainee Prezi Feature manual #5 for additional assistance. 14. Watch a video tutorial on how to add and format text using the Transformation Zebra. ([Transformation Zebra](http://www.youtube.com/watch?v=nYzFj6ZOm0c&feature=player_embedded)) 15. After watching the video tutorial, the instructor will model how to add and format text using the Transformation Zebra. At the same time, teachers will practice adding text to the canvas at their computer on their own Prezi. See Instructor and Trainee Prezi Feature Manual #6 for additional assistance. 16. Teachers will use Prezi: Beginners Module One Assessment Checklist to assess their own use of Prezi features that were taught in this learning module. Afterward, they should make modifications to their work as necessary. (See Appendix A) | Teacher and Instructor |
| **Feedback** | Teachers will work in groups of three to present their Prezi presentation to other teachers in the training. During that time, they will receive peer feedback on their presentation and will be able to get ideas as they watch others present their work.  Teachers will use Prezi: Beginners Module One Assessment Checklist  to assess their peers’ use of Prezi features that were taught in this learning module. Afterward, teachers should use this peer feedback to make modifications to their work as necessary. (See Appendix A) | Teachers |
| **Assessment** | After the first learning module, teachers’ Prezis will be assessed for their use of beginning level features. Prezis should include 8 out of the 10 following features: a chosen template, custom color and font applied to the entire Prezi presentation, text with different colors to highlight main points, text that bullets key information, text written in title style, text written in subtitle style, text written in body style, text that is spread out in different locations across the Prezi canvas, text of different sizes, and text that is oriented in different directions on the canvas.  Instructors will use Prezi: Beginners Module One Assessment Checklist to assess the teachers’ use of Prezi features that were taught in this learning module. Afterward, teachers should use this instructor feedback to make modifications to their work as necessary. (See Appendix A) | Instructor |
| **Closure** | During a group discussion, teachers will summarize the Prezi skills that they learned during this module, and how these features will help to create more effective and engaging presentations. They will also share tips and tricks that they may have learned while practicing these skills so that others can benefit from them as well. | Teachers |

**Prezi: Intermediate Learning Module Two**

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| --- | --- | --- |
| **Event** | **Instructional Strategy** | **Teacher or Instructor?** |
| **Materials Needed** | * **Projection screen / whiteboard/ white wall**- to project images from projector * **LCD Projector**- to project YouTube videos, the course wiki webpage, and the modeling of Prezi program features from the instructor’s computer screen * **Document camera**- to project written directions from the Prezi instructional manual simultaneously alongside the projector image from the computer * **Access to a computer lab with 31 computers**- for guided and independent practice using Prezi features by teachers as they create their own Prezis * **One instructor computer**- to play Youtube instructional training videos and model the use of Prezi features * **Internet Access**- for instructors and trainees to access the Prezi online program and course wiki webpage * **Pens**- for trainees who forgot to bring a writing utensil | Instructor and Teacher |
| **Objective** | **Teachers will be able to:**   * **Performance-** Create a Prezi presentation using intermediate level Prezi features, * **Condition-** which is based upon the teacher’s specific content area, * **Criterion-** that includes 5 out of the 6 following features: an inserted file, an inserted video, an inserted image, an inserted pre-made diagram or drawing, a created drawing, overlapped text and content (images, drawings, etc). | Teacher |
| **Prerequisites** | Teachers should already know how to:   * Navigate the Prezi canvas by zooming, panning, and anchoring with the home button * Choose a template * Choose a custom color and font theme * Create text with different colors to highlight main points * Format text with bullet points * Format text in title style, subtitle style, and body style * Create text that is spread out in different locations across the Prezi canvas * Change the size and orientation of text using the Transformation Zebra | Teacher |
| **Present the Content:** | **Guided and Independent Practice**  During this learning module, the instructor should project the Instructor and Trainee Prezi Feature Manual using the document camera simultaneously with the instructor’s computer screen using the projector. Using a whiteboard or white wall, both images can be projected side by side so that trainees can view written instruction at the same time as they watch the instructor model each Prezi feature.   1. Teachers should find an image that they want to use in their Prezi. They should save that image to their computer or portable flash drive. 2. Watch a video tutorial for how to insert an image. ([Inserting Images](http://www.youtube.com/watch?v=y3CNGCTLGY8&feature=player_embedded)) 3. After watching the video tutorial, the instructor will model how to insert an image and shape. At the same time, the teachers will insert the image that they previously found. See Instructor and Trainee Prezi Feature Manual #8 for additional assistance. 4. Teachers will discuss why the inclusion of images and shapes will make their Prezi more effective and engaging. 5. Open another Internet tab, and find a video that they want to use in their Prezi. Recommended websites to find videos are on [www.youtube.com](http://www.youtube.com) or [www.teachertube.com](http://www.teachertube.com). They should remain on the webpage that their video is located on, and return to the Prezi screen tab. 6. Watch a video tutorial for how to add video to their Prezi. ([Insert Video](http://www.youtube.com/watch?v=7xiYuZHnPuM&feature=player_embedded)) 7. After watching the video tutorial, the instructor will model how to insert a video. At the same time, the teachers will insert the video that they previously found. See Instructor and Trainee Prezi Feature Manual #11 for additional assistance. 8. Students will discuss why the inclusion of video will make their Prezi more effective and engaging. 9. Watch a video tutorial for how to insert a pre-made drawing or diagram into a Prezi. ([Drawing/Diagram Tool in Prezi](http://www.youtube.com/watch?v=IgYMdsOywAQ&feature=player_embedded)) 10. After watching the video tutorial, the instructor will model how to insert a pre-made drawing or diagram. At the same time, the teachers will practice inserting a pre-made drawing or diagram into their Prezi. See Instructor and Trainee Prezi Feature Manual #9 for additional assistance. 11. Teachers will discuss why the inclusion of drawings and/or diagrams will make their Prezi more effective and engaging. 12. Watch a video tutorial for how to create a drawing for your Prezi by using lines, arrows, markers, and pens. This video will also briefly show how to overlap content by sending it back or bringing it forward. ([Prezi Manual: Arrows, Lines, and Marker](http://www.youtube.com/watch?v=ywbmCMrZERY&feature=player_embedded)) 13. After watching the video tutorial, the instructor will model how to create a drawing for their Prezi. They will also show to how overlap content by sending it back or bringing it forward. At the same time, the teachers will practice creating a drawing within their own Prezis and overlapping content. See Instructor and Trainee Prezi Feature Manual #10 and #12 for additional assistance. 14. Teachers will discuss why being able to create a drawing to use in their Prezi and overlapping content by sending it backward or bringing it forward will make their presentation more effective and engaging. 15. Teachers will find a document or file that they would like to include into their Prezi presentation. This may be something that they already have, or they can find something to upload from the Internet. If they choose a document from the Internet, they must first save it to their computer or flash drive. This document should support the content of the presentation. 16. Watch a video tutorial for how to insert a document/file into a Prezi ([How To Insert A File Into Prezi](http://www.youtube.com/watch?v=eKiS_MIs5bg)) 17. After watching the video tutorial, the instructor will model how to insert a file/document. At the same time, the teachers will practice inserting files into their Prezis. See Instructor and Trainee Prezi Feature Manual #7 for additional assistance. 18. Teachers will discuss why being able to insert a file/document into their Prezi will make their presentation more effective and engaging. 19. Teachers will use Prezi: Intermediate Module Two Assessment Checklist to assess their own use of Prezi features that were taught in this learning module. Afterward, they should make modifications to their work as necessary. (See Appendix B) | Teacher and Instructor |
| **Feedback** | Teachers will work in groups of three to present their Prezi presentation to other teachers in the training. During that time, they will receive peer feedback on their presentation and will be able to get ideas as they watch others present their work.  Teachers will use Prezi: Intermediate Module Two Assessment Checklist to assess their peers’ use of Prezi features that were taught in this learning module. Afterward, teachers should use this peer feedback to make modifications to their work as necessary. (See Appendix B) | Teacher |
| **Assessment** | After the second learning module, teachers’ Prezis will be assessed for their use of intermediate level features. Prezis should include 5 out of the 6 following features: an inserted file, an inserted video, an inserted image, an inserted pre-made diagram or drawing, a created drawing, overlapped text and content (images, drawings, etc)  Instructors will use Prezi: Intermediate Module Two Assessment Checklist to assess the teachers’ use of Prezi features that were taught in this learning module. Afterward, teachers should use this instructor feedback to make modifications to their work as necessary. (See Appendix B) | Instructor |
| **Closure** | During a group discussion, teachers will summarize the Prezi skills that they learned during this module, and why these features will help to create more effective and engaging presentations. They will also share tips and tricks that they may have learned while practicing these skills so that others can benefit from them as well. | Teacher |

**Prezi: Advanced Learning Module Three**

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| **Event** | **Instructional Strategy** | **Teacher or Instructor?** |
| **Materials Needed** | * **Projection screen / whiteboard/ white wall**- to project images from projector * **LCD Projector**- to project YouTube videos, the course wiki webpage, and the modeling of Prezi program features from the instructor’s computer screen * **Document camera**- to project written directions from the Prezi instructional manual simultaneously alongside the projector image from the computer * **Access to a computer lab with 31 computers**- for guided and independent practice using Prezi features by teachers as they create their own Prezis * **One instructor computer**- to play Youtube instructional training videos and model the use of Prezi features * **Internet Access**- for instructors and trainees to access the Prezi online program and course wiki webpage * **Pens**- for trainees who forgot to bring a writing utensil | Instructor and Teacher |
| **Objective** | **Teachers will be able to:**   * **Performance-** Create a Prezi presentation using advanced level Prezi features, * **Condition-** which is based upon the teacher’s specific content area, * **Criterion-** that includes 4 out of the 4 following Prezi features: layered text and content, frames to group related content, smooth path transitions, and a path to all of the content on Prezi canvas.   **Teachers will be able to:**   * **Performance-** Evaluate two public Prezis * **Condition-** using knowledge about the effective and engaging presentation criteria and Prezi features * **Criterion-** by identifying which features each Prezi has included and writing a statement as to why these features make presentations effective and engaging with 80% accuracy. | Teacher |
| **Prerequisites** | Teachers should already know how to:   * Navigate the Prezi canvas by zooming, panning, and anchoring with the home button * Choose a template * Choose a custom color and font theme * Create text with different colors to highlight main points * Format text with bullet points * Format text in title style, subtitle style, and body style * Create text that is spread out in different locations across the Prezi canvas * Change the size and orientation of text using the Transformation Zebra * Insert files, videos, images, pre-made drawings and diagrams, created drawings * Overlap text and content in Prezi | Teacher |
| **Present the Content:** | **Guided and Independent Practice**  During this learning module, the instructor should project the Instructor and Trainee Prezi Feature Manual using the document camera simultaneously with the instructor’s computer screen using the projector. Using a whiteboard or white wall, both images can be projected side by side so that trainees can view written instruction at the same time as they watch the instructor model each Prezi feature.   1. Watch a video tutorial for how to use frames and layering to group and organize content. ([Grouping and Layering](http://www.youtube.com/watch?v=gB1vWnq2cAQ)) 2. After watching the video tutorial, the instructor will model how to use frames and layering to group content. At the same time, the teachers will begin to group related content with frames, and layer their content so that it is not cluttered. See Instructor and Trainee Prezi Feature Manual #13 and #14 for additional assistance. 3. Teachers will discuss why being able to group and layer content in their Prezi will make their presentation more effective and engaging. 4. Teachers will now have time to work on using all of the Prezi features that they have learned about previously in all of the modules of this training to create the remainder of their Prezi presentation for their specific content area. 5. After teachers are done creating their presentation, they will learn how to create a path for their presentation, which will allow their information to be presented in a logical and smooth fashion. First, the instructor will explain the general rules for creating a path. These rules include:  * Not overdoing rotation - it can make audiences seasick * Creating path points near each other (rather than zooming back and forth between opposite sides of the canvas)   See Instructor and Trainee Prezi Feature Manual #15 for additional assistance.   1. Watch a video tutorial for how to create a path to all of the content in their Prezi presentation ([Prezi- Path Thumbnails](http://www.youtube.com/watch?v=b2qV_fKNH4c&feature=player_embedded))   After watching the video tutorial, the instructor will model how create a path to all content on the Prezi canvas, and how to rearrange the path by reorganizing the path thumbnails. At the same time, the teachers will create a path to all of the content on their Prezi canvases. See Instructor and Trainee Prezi Feature Manual #16 for additional assistance.   1. Teachers will use Prezi: Advanced Module Three Assessment Checklist to assess their own use of Prezi features that were taught in this learning module. Afterward, they should make modifications to their work as necessary. (See Appendix C) | Teacher and Instructor |
| **Feedback** | Teachers will not receive feedback on their presentation at this point. They will learn about one other feature of Prezi, called Prezi Meeting, before they will work in their groups of three to give and receive feedback on each other’s work. However, this time, the teachers will remain on their own computers to view each other’s work, demonstrating how they can collaborate with others and present their Prezi without having to be in the same location. |  |
| **Closure** | Teachers will view the following two public Prezis:   1. [Mind Mechanics: Misery and Liberation](http://prezi.com/0ikpjgpvas2u/mind-mechanics-misery-and-liberation/) (Prezi Presentation created by Mason Hedberg) 2. [Martin Luther King, Jr.](http://prezi.com/wxyivaj-4yoq/martin-luther-king-jr/) (Prezi Presentation created by Balázs Turai)   They should use the graphic organizer to check off which Prezi features are included in each public Prezi, and write a statement as to why these features make the presentation effective and engaging. This will summarize all features and effective Prezi presentation strategies they have learned in the Prezi training course. (See Appendix F) | Teacher |
| **Assessment** | 1. After the third learning module, teachers’ Prezis will be assessed for their use of advanced level features. Prezis should include 4 out of the 4 following features: layered text and content, frames to group related content, smooth path transitions, and a path to all of the content on Prezi canvas.   Instructors will use Prezi: Advanced Module Three Assessment Checklist to assess the teachers’ use of Prezi features that were taught in this learning module. (See Appendix C) Afterward, teachers should use this instructor feedback to make modifications to their work as necessary. This assessment should not be completed until peer feedback is given during learning module 4- Prezi: Sharing and Collaborating.   1. Instructors will be able to assess the graphic organizers that the teachers created while evaluating public Prezis for their use of effective and engaging presentation strategies and inclusion of Prezi features. The graphic organizers should list the features of Prezi that were present in each public Prezi example, and a rationale as to why these features make Prezis effective and engaging presentation tools with 80% accuracy. (See Appendix G) | Instructor |

**Prezi: Sharing and Collaborating Learning Module Four**

|  |  |  |
| --- | --- | --- |
| **Event** | **Instructional Strategy** | **Teacher or Student?** |
| **Materials Needed** | * **Projection screen / whiteboard/ white wall**- to project images from projector * **LCD Projector**- to project YouTube videos, the course wiki webpage, and the modeling of Prezi program features from the instructor’s computer screen * **Document camera**- to project written directions from the Prezi instructional manual simultaneously alongside the projector image from the computer * **Access to a computer lab with 31 computers**- for guided and independent practice using Prezi features by teachers as they create their own Prezis * **One instructor computer**- to play Youtube instructional training videos and model the use of Prezi features * **Internet Access**- for instructors and trainees to access the Prezi online program and course wiki webpage * **Pens**- for trainees who forgot to bring a writing utensil | Instructor and Teacher |
| **Objective** | **Teachers will be able to:**   * **Performance-** Collaborate with their peers to create a Prezi and share it with others * **Condition-** without having to be in the same location, * **Criterion-** by using the Prezi Meeting feature to collaborate with their peers to give them feedback that indicates which Prezi features taught in module three have been used in their presentations, and sharing their Prezi by using email, Facebook, Twitter, a blog, or a wiki. | Teacher |
| **Prerequisites** | Teachers should already know how to:   * Navigate the Prezi canvas by zooming, panning, and anchoring with the home button * Choose a template * Choose a custom color and font theme * Create text with different colors to highlight main points * Format text with bullet points * Format text in title style, subtitle style, and body style * Create text that is spread out in different locations across the Prezi canvas * Change the size and orientation of text using the Transformation Zebra * Insert files, videos, images, pre-made drawings and diagrams, created drawings * Overlap text and content in Prezi * Use frames to group related content * Use layering to organize content * Make smooth transitions between content on the Prezi canvas * Create a path to all content in the presentation. | Teacher |
| **Present the Content:** | **Guided and Independent Practice**  During this learning module, the instructor should project the Instructor and Trainee Prezi Feature Manual using the document camera simultaneously with the instructor’s computer screen using the projector. Using a whiteboard or white wall, both images can be projected side by side so that trainees can view written instruction at the same time as they watch the instructor model each Prezi feature.   1. Watch a video tutorial for how to use Prezi Meeting. This feature can be used to present a presentation to others or to collaborate to create a presentation without having to be in the same location. ([Prezi Meeting](http://www.youtube.com/watch?v=tOo08AEfyCQ&feature=player_embedded))   After watching the video tutorial, the instructor will model how to use the Prezi Meeting feature. Teachers will then select 2 other individuals in their group (those that they have been sharing their work with and receiving feedback from at the end of each learning module) to invite to see their Prezi. Each group member will have the opportunity to give and receive feedback after each person’s presentation has been given. They should use Prezi: Advanced Module Three Assessment Checklist to assess their peers’ use of Prezi features that were taught in this learning module. Afterward, teachers should use this peer feedback to make modifications to their work as necessary. (See Appendix C)  However, this time, the teachers will remain on their own computers to view each other’s work, demonstrating how they can collaborate with others and present their Prezi without having to be in the same location. One teacher will present, which the others watch on their own computer. That teacher should include a space on their canvas where others can add feedback based upon the Prezi: Advanced Module Three Assessment Checklist. This space can be deleted after the teacher has used the peer feedback to make changes to their work, and after the instructor has assessed each person’s ability to use Prezi Meeting to collaborate with their peers. See Instructor and Trainee Prezi Feature Manual #17 for additional assistance.   1. Teachers will discuss why being able collaborate with others using the Prezi Meeting feature will make their presentation more effective and engaging. They will also discuss ways to use the collaboration tool other than to give feedback to others’ Prezis. 2. Watch a video tutorial on how to share your Prezi presentation. ([Prezi- Publishing and Sharing](http://www.youtube.com/watch?v=MIc5bfuLLVY))   After viewing the video tutorial, the instructor will model the different ways to share your Prezi presentation. At the same time, teachers will choose one way to publically share their presentation. See Instructor and Trainee Prezi Feature Manual #18 for additional assistance.   1. Teachers will use Prezi: Sharing and Collaborating Module Four Assessment Checklist to assess their own use of Prezi features/skills that were taught in this learning module. Afterward, they should make modifications to their work as necessary. (See Appendix D) | Teacher and Instructor |
| **Feedback** | Oral feedback about collaborating with Prezi and sharing it will be given to students by the instructor as he/she walks around the room and monitors student progress. | Instructor |
| **Assessment** | After the fourth learning module, teachers’ Prezis will be assessed for their ability to collaborate with others on the same Prezi canvas. The instructor can make his/her assessment by walking around the room to watch as the groups of three collaborate with each other using Prezi Meeting by giving feedback about the use of features in learning module three. Teachers will also be assessed on their ability to make their Prezi public by sharing it using email, Facebook, Twitter, a blog, or a wiki. Teachers will show the method they have used to share their Prezi with the instructor to prove their ability to do this.  Instructors will use Prezi: Sharing and Collaborating Module Four Assessment Checklist to assess the teachers’ use of Prezi features/skills that were taught in this learning module. Afterward, teachers should use this instructor feedback to make modifications to their work as necessary. (See Appendix D**)** | Instructor |
| **Closure** | To conclude the entire training, teachers will share out their thoughts regarding using Prezi in their classroom. They can answer one or more of these questions or ask a question of their own.   * + 1. What do you think of its features?     2. How might using this form of presentation improve your classroom or teaching?     3. Can you foresee students using this program in the future? If so, how?   Teachers will then complete a feedback form to evaluate their reaction to the course training. (See Appendix H) | Teachers |

**Implement**

**Implementation Materials**

I have created an instructional manual that both the instructor and trainees can utilize. This manual will include step-by-step instructions for using all the Prezi features that will be taught in the four different learning modules of the training course (See Appendix E). Teachers and instructor will also receive Prezi Module Assessment Checklists. Trainees will use them to evaluate and give feedback to their peers about their Prezis, as well as to evaluate their own during each learning module. Instructors will use these handouts to assess and give feedback to the trainees’ Prezis after each learning module to determine if they have met the performance objective(s) (See Appendix A, B, C, D). Next, a graphic organizer has been created for use by each trainee to evaluate two public Prezis on their use of the different Prezi features that have been taught in the training course (See Appendix F and G).

Finally, several evaluation forms have been designed for teachers, instructors, and administrators to use to evaluate the effectiveness of the Prezi training. These forms will help the instructional design team decide if it is a training worth offering at future district inservice meetings. These evaluation forms will determine what learners know about Prezi before the training, learner reactions immediately after the training, the learning that has occurred during the training, how well the teachers have transferred what they learned during the training to the classroom, and how the Prezi training has impacted student learning. All materials needed for the training will be included on a course wiki page ([www.prezitraining.wikispaces.com](http://www.prezitraining.wikispaces.com)), which learners can access just by having the link. This way, they can access course resources for help both during and after the training.

**Training Guidelines**

Learning modules will be divided into two separate training sessions given on a district inservice day. The first session will include Learning Modules One and Two, which are Prezi: Beginner and Prezi: Intermediate. The length of the entire session will be 2.5 hours, with the length per learning module being one hour and five minutes. This includes a ten-minute break between each learning module. After the first session, there will be a fifteen-minute break before the second session begins. The second session will include Learning Modules Three and Four, which are Prezi: Advanced and Prezi: Sharing and Collaborating. Again, The length of the entire session will be 2.5 hours, with the length per learning module being one hour and five minutes with a ten minute break between each learning module.

Teachers must attend both sessions to enroll in the Prezi training course. If teachers are already familiar with the content being taught in session one, they should use that training time to begin developing a Prezi for their content area using those features. First, they should listen to the topics that will be covered as they are presented. However, if they do not need to watch the instructional videos or modeling, or participate in guided practice, they can skip right to the independent practice and use the provided instructional manual for guidance if needed. They should consult the module assessment checklists to make sure their presentations are meeting all of the criteria of the learning module. They will still be assessed on their use of those features, just as the rest of the trainees will be.

**Evaluate**

**The CIPP Model**

The CIPP Model is a two-by-two contingency table that displays decisions regarding intended ends, intended means, actual ends, and actual means for goals, procedures, processes and results during instruction. This model applies to evaluation of the Prezi training that I have designed. At the Context level, which is the intended ends, I decided upon the goals for my instruction and what I wanted the teachers to be able to know and do after the training is over. As previously stated, my goal for the training is for teachers to learn how to create effective and engaging presentations for their content areas using Prezi, as well as to use the program to collaborate with others in their content areas to create products. At the Input level, which is the intended means, I decided upon the procedures and methods used to reach the goals of the training, and how they should be implemented. After reflecting upon the performance gap and the analysis of learners, I decided that a computer-based, in-class training during a district inservice day would be best the best method to help trainees meet the instructional goals.

Process, which is the actual means in the CIPP model, is the actual process that is used to reach the goals of the training. To reach the greatest number of individuals who have a desire to learn more about creating effective and engaging presentations, a training will be offered under the category of Next-Generation Learning during a district inservice day, and teachers at all three middle schools will be able to self-select to attend the training. I knew that I would separate the training into two separate sessions, and that it would be required for teachers to take both sessions if they were to take the training so that they could learn all aspects of the program and so that they and the training itself could be accurately evaluated. Finally, at the Products level, which is the actual ends of the training, I had to determine if the results of the training were adequate in relation to the intended goals. In these evaluations, I had to determine if the Prezis that teachers created for their content area during the training session included the features outlined in the performance objectives, and if teachers are able to collaborate with others in different locations to create presentations. I also had to evaluate the learners’ reaction to the training, the extent of the transfer of learning from the training sessions to the classroom, and impact of the training upon student learning. If training teachers to effectively use the Prezi program helps to improve student engagement and retention of content, it is a training that is worth repeating.

**Purpose of Evaluation**

It is important to evaluate the Prezi training at many different stages to ensure its effectiveness. The purpose of my evaluations of past learner knowledge will be to gather data about the trainees’ experience with Prezi before they participate in the training. I want to know if trainees had ever seen the program being used before, if they had ever used the program to present content, and if they had used the program before, which features they already knew how to use. The instructor of the Prezi training will be responsible for conducting evaluations of learners’ past knowledge. The purpose of my evaluations of present learner knowledge will be to determine the immediate impact of the training at its conclusion. I want to know if teachers leave the training with a product that they can use in their classroom, if the Prezis that the teachers created include the features of effective and engaging presentations, if teachers are able to collaborate with others using Prezi, and what the teachers’ reactions are to the course content, instructor, and course environment. Evaluations of present learner knowledge and impact of the training will be conducted by the Prezi course instructor. Finally, the purpose of future evaluations is to determine how the target audience is putting to use what they learned in the training and if the performance gap is beginning to close. I will be looking to see if teachers actually implement the presentation that they created after the training, if they continue to use the Prezi program to make other presentations, and if the use of Prezi for presentation purposes has an impact upon the trainees’ audience, their students. Future evaluations will be conducted by each teacher’s administrator to determine if the Prezi training course is worth being offered at another district inservice meeting.

**Evaluation: Reaction**

By evaluating reaction, I will be determining how well the training was received by the teachers. There will be a feedback form issued to all trainees. They may choose whether or not they would like to identify themselves on the feedback form, because I would like to obtain the most honest feedback as possible. The feedback form will use a scale model that trainees will use to rate their reactions so that data can be obtained about the course content, course instructor, and course environment. This evaluation will be given by the Prezi course instructor at the conclusion of the training (See Appendix H).

**Evaluation: Learning**

The purpose of evaluating learning is to determine the knowledge or skills gained during the training or educational program. The evaluation of learning will be conducted by the course instructor at the conclusion of each learning module. They will use an evaluation form that summarizes data from the assessments performed during each learning module of the training. This evaluation form will require the instructor to determine the percentage of teachers that met the performance objectives during each of the learning modules. It will also ask the instructor to analyze the data and identify successes and/or draw conclusions about misconceptions, patterns of error. To complete this form, the instructor will identify the learning module, number of teachers attending the training, the number and percentage of teachers that met the performance objective(s) of the learning module, and an analysis of data that addresses which features or skills were most often missed and done correctly by learners, as well as a rationale for this data (See Appendix I)

**Evaluation: Behavior**

It is important to evaluate the behavior of the trainees, because this form of evaluation determines to what extent the skills and abilities learned in the training have been transferred to the actual workplace. Both the learner and their administrator will complete this evaluation, and the results will be forwarded to the Prezi training instructor for further analysis. To determine learner behavior, I have created an action plan that will be administered after the teachers return to their classrooms. This evaluation will help to determine the teachers’ abilities to use the skills that they learned in the Prezi training because the action plan is a summary of how the learner will apply his/her knowledge and skills within the classroom. The action plan contains basic information such as the teachers’ name, subject area, date of training, course instructor, instructor contact information, and evaluating administrator’s name. It also includes two pre-determined goals for each teacher. The first goal is for the teacher to give the Prezi presentation that they created during the training to an audience of students. The second goal is to create a new Prezi presentation using all of the tools and features of the program that he or she learned in the training course. The teacher will be asked to identify a third goal that he or she would like to accomplish. This goal may be related to the collaboration aspect of the Prezi program, or any other skill related to Prezi. Then, the action plan asks teachers to identify activities that they will need to complete to accomplish each goal, and the resources that will be needed to do so. Next, the teachers will anticipate the results of the goal, and how he or she will know when the goal has been met. After, they will determine a due date for accomplishing each goal. Finally, once teachers have taken action to complete their goal, they will conduct a self-assessment in which they will identify their strengths related to the goal and areas in need of improvement. After the self-assessment is completed for each goal, the evaluating administrator will give feedback to the teacher in relation to their goals and reflections (See Appendix J).

**Evaluation: Results**

The results of the training measure the impact that the training has upon the teachers’ students and their learning. The evaluation of results of the training will be completed by each teacher’s students. I have designed student feedback forms so they can rate the use of the Prezi program by their classroom teacher. Students will give feedback about their level of engagement and understanding of content when information is presented using Prezi, and which Prezi features their teacher utilizes. Feedback forms will also include a section that asks students whether or not they have had the opportunity to use the Prezi program. If they have not, they will be asked to give a reason why they think they have not been taught the program or asked to use it to present information. If they have used the program, they will be asked what features they were taught and which they used, and whether or not they like using Prezi to present information that they have learned as well as a rationale for their answer (See Appendix K).

**Appendix**

**Appendix A**

**Prezi: Beginners**

**Module One Assessment Checklist**

**(To Be Used by Instructor and Teachers)**

After the first learning module, teachers’ Prezis will be assessed for their use of beginning level features. Prezis should include 8 out of the 10 following features: a chosen template, custom color and font applied to the entire Prezi presentation, text with different colors to highlight main points, text that bullets key information, text written in title style, text written in subtitle style, text written in body style, text that is spread out in different locations across the Prezi canvas, text of different sizes, and text that is oriented in different directions on the canvas.

**Directions For Instructors:**

While viewing each teacher’s Prezi, use this checklist to assess his or her use of the Prezi features taught in module one.

**Directions for Peer Assessment:**

While viewing other teachers’ Prezis, use this checklist to indicate which Prezi features taught in module one have been used in their presentations.

**Directions for Teachers:**

Use this checklist to make sure that you have included all necessary features that you have learned in module one within your own presentation.

**After this learning module, Prezis should include:**

\_\_\_\_\_\_ A chosen template

\_\_\_\_\_\_ Custom color and font applied to the entire Prezi presentation

\_\_\_\_\_\_ Text of different sizes

\_\_\_\_\_\_ Text with different colors to highlight main points

\_\_\_\_\_\_ Text that bullets key information

\_\_\_\_\_\_ Text written in title style

\_\_\_\_\_\_ Text written in subtitle style

\_\_\_\_\_\_ Text written in body style

\_\_\_\_\_\_ Text that is spread out in different locations across the Prezi canvas

\_\_\_\_\_\_ Text that is oriented in different directions on the canvas

**Appendix B**

**Prezi: Intermediate**

**Module Two Assessment Checklist**

**(To Be Used by Instructor and Teachers)**

After the second learning module, teachers’ Prezis will be assessed for their use of intermediate level features. Prezis should include 5 out of the 6 following features: an inserted file, an inserted video, an inserted image, an inserted pre-made diagram or drawing, a created drawing, overlapped text and content (images, drawings, etc)

**Directions For Instructors:**

While viewing each teacher’s Prezi, use this checklist to assess his or her use of the Prezi features taught in module two.

**Directions for Peer Assessment:**

While viewing other teachers’ Prezis, use this checklist to indicate which Prezi features taught in module two have been used in their presentations.

**Directions for Teachers:**

Use this checklist to make sure that you have included all necessary features that you have learned in module two within your own presentation.

**After this learning module, Prezis should include:**

\_\_\_\_\_\_ An inserted file

\_\_\_\_\_\_ An inserted video

\_\_\_\_\_\_ An inserted image

\_\_\_\_\_\_ An inserted pre-made diagram or drawing

\_\_\_\_\_\_ A created drawing

\_\_\_\_\_\_ Overlapped Text and Content (Images, Drawings, etc)

**Appendix C**

**Prezi: Advanced**

**Module Three Assessment Checklist**

**(To Be Used by Instructor and Teachers)**

After the third learning module, teachers’ Prezis will be assessed for their use of advanced level features. Prezis should include 4 out of the 4 following features: layered text and content, frames to group related content, smooth path transitions, and a path to all of the content on Prezi canvas.

**Directions For Instructors:**

While viewing each teacher’s Prezi, use this checklist to assess his or her use of the Prezi features taught in module three.

**Directions for Peer Assessment:**

While viewing other teachers’ Prezis, use this checklist to indicate which Prezi features taught in module three have been used in their presentations.

**Directions for Teachers:**

Use this checklist to make sure that you have included all necessary features that you have learned in module three within your own presentation.

**After this learning module, Prezis should include:**

\_\_\_\_\_\_ Layered text and content

\_\_\_\_\_\_ Frames to group related content

\_\_\_\_\_\_ Smooth path transitions

\_\_\_\_\_\_ A path to all of the content on Prezi canvas

**Appendix D**

**Prezi: Sharing and Collaborating**

**Module Four Assessment Checklist**

**(To Be Used by Instructor and Teachers)**

After the fourth learning module, teachers’ Prezis will be assessed for their ability to collaborate with others on the same Prezi canvas. The instructor can make his/her assessment by walking around the room to watch as the groups of three collaborate with each other using Prezi Meeting by giving feedback about the use of features in learning module three. Teachers will also be assessed on their ability to make their Prezi public by sharing it using email, Facebook, Twitter, a blog, or a wiki. Teachers will show the method they have used to share their Prezi with the instructor to prove their ability to do this.

**Directions For Instructors:**

While viewing each teacher’s Prezi, use this checklist to assess their use of the Prezi features/skills taught in module four.

**Directions for Teachers:**

Use this checklist to assess your use of the Prezi features/skills taught in module four.

**After this learning module, teachers should demonstrate their ability to:**

\_\_\_\_\_\_ Use the Prezi Meeting feature to collaborate with their peers and give

each person in his or her group feedback that indicates which Prezi features taught in module three have been used in their presentations.

\_\_\_\_\_\_ Share their Prezi by using email, Facebook, Twitter, a blog, or a wiki.

**Appendix E**

**Instructor and Trainee Prezi Feature Manual**

**This manual contains all directions for utilizing Prezi features taught in the Prezi training. It also includes links to YouTube training videos.**

**Table of Contents**

1. Creating a New Prezi
2. Choosing a Template
3. Navigating the Canvas: Zooming, Panning and Home
4. Bubble Menu Features
5. Adding and Formatting Text: Alignment, Text Style, Text Box, Bulleting
6. Formatting Text and Objects with the Transformation Zebra: Size, Rotation, Moving Content, and Edit Mode
7. Inserting Files
8. Inserting an Image
9. Inserting Pre-Made Drawings and Diagrams
10. Creating Your Own Drawing
11. Inserting a Video
12. Overlapping Text and Content in Prezi: Send Backward, Bring Forward
13. Layering Text and Content in Prezi: Organizing Information
14. Using Frames to Group Content
15. Making Smooth Path Transitions
16. Creating and Reorganizing a Path
17. Collaborating With Others: Prezi Meeting
18. Sharing Your Prezi

CREDITS

\*This manual was created using content from the following resources:

[www.Prezi.com](http://www.Prezi.com)

[www.YouTube.com](http://www.YouTube.com)

1. **Creating a New Prezi** ([How to Create a New Prezi](http://www.youtube.com/watch?v=1iX768sPSFU))

* Create a new Prezi by clicking on the “New Prezi” icon.
* You should include a title and description for the Prezi.

1. **Choosing a Template** ([How to Create a New Prezi](http://www.youtube.com/watch?v=1iX768sPSFU))

* When you open the new Prezi, a screen will pop up asking the user to choose between five templates or a blank canvas.
* When choosing a template, you can edit everything you see on the canvas.

1. **Navigating the Canvas: Zooming, Panning, and Home** ([Tutorial 1: Getting Started](http://www.youtube.com/watch?feature=player_embedded&v=_XtjBxGzFkc); Minute 2:21 to 2:50)

* To pan around the canvas, click and hold the “left click” on the computer mouse, then drag the screen to where you want to go.
* To zoom in and out, go to the zoom bar on the far right of the Prezi canvas.
* To anchor yourself on the canvas, click the “home” button on the zoom bar. The Home button is used to get an overview of everything you’ve added so far (both in Edit or Show mode). Clicking the Home button before you get started will also ensure that you’re starting from the right position.

1. **Bubble Menu Features** ([Prezi Tutorials: Selecting a Presentation Theme](http://www.youtube.com/watch?v=nnfTz_pVIYg&feature=player_embedded))

* Insert bubble- click here to insert shapes, images, YouTube videos, diagrams, or files
* Frame bubble- click here to choose a frame to group related content
* Path bubble- click here to add, change, or delete paths to your content on the Prezi canvas.
* Colors and Fonts bubble- click here to change your theme, colors, and fonts.
* Add bubble- click here to add a pre-formatted frame in which you can add text

1. **Adding and Formatting Text: Alignment, Text Style, Text Box, Bulleting** ([PreziManual: Write Text](http://www.youtube.com/watch?v=oZ61V1-6qj0))

* Add text by clicking anywhere on the canvas and begin typing.
* You can drag the blue triangular icon on the bottom right corner of the text box to adjust the width of the text box.
* You can use the Text Format buttons to change text alignment (Left, Center, Right, Justify), text style, or to make a bulleted list per line, if a line is selected. If no lines are selected, it affects the whole text box.

1. **Formatting Text and Objects with the Transformation Zebra: Size, Rotation, Moving Content, and Edit Mode** ([Transformation Zebra](http://www.youtube.com/watch?v=nYzFj6ZOm0c&feature=player_embedded))

In Prezi, you can use size and rotation to emphasize a point. Use the zebra to make your main points larger and the details smaller. In addition, you can rotate text and objects to help the audience visually experience circularity, curvature, and, of course, rotation. Rotation is also meaningful when representing nonlinear concepts such as turning a corner or looking at something upside down.

* When you click on an object, Prezi’s Transformation Zebra appears.
* Click on the center of the zebra to move the object
* Click on the shaded inner ring or the “+” “-“ buttons of the zebra to size and scale the object
* Click on the outer ring of the zebra to rotate objects from 0-360 degrees.
* Click on the “pencil” button to initiate the Edit mode for the selected object.

1. **Inserting Files** ([How To Insert A File Into Prezi](http://www.youtube.com/watch?v=eKiS_MIs5bg))

* Choose a location on the canvas that you would like to insert a file
* Go to the bubble menu
* Click on Insert
* Click on the blue file button
* Select a document that you have already saved to your computer
* Once the file loads onto the canvas, you can format it using the Transformation Zebra

1. **Inserting an Image** ([Inserting Images](http://www.youtube.com/watch?v=y3CNGCTLGY8&feature=player_embedded))

* Choose **Insert>Image**, and select the image from your computer. Then use the Zebra to arrange it.
* Supported formats are **JPG, PNG** and **GIF.**
* The **maximum size for images is 2880 by 2880 pixels**. You may succeed in uploading a JPG larger than this, but that will cause many various problems while editing and presenting. (These limitations are coming from the Flash platform itself.)
* Progressive or CMYK JPEGs and the JPEG2000 format are not supported.
* You can upload multiple files at a time – simply select more in the upload dialog.
* You can press **‘L’** any time to start uploading an image.
* Currently, Prezi zooms to images to fill the view with them – you cannot zoom them to 100% size. To use an image as a background image, simply make it large, and press ‘Send Backward’ on the Zebra Menu.

1. **Inserting Pre-Made Drawings and Diagrams** ([Drawing/Diagram Tool in Prezi](http://www.youtube.com/watch?v=IgYMdsOywAQ&feature=player_embedded))

Prezi designers created 12 premade drawings, diagrams, and charts that can help in many types of presentations. To insert a drawing into your Prezi:

* Select Insert > Drawing Tool (icon) from the bubble menu
* Hover your mouse over any of the drawings to see a preview
* Double-click on the desired drawing or click Choose
* You can size, rotate, edit, and move the drawing by clicking on it to get the zebra

1. **Creating Your Own Drawing** ([Prezi Manual: Arrows, Lines, and Marker](http://www.youtube.com/watch?v=ywbmCMrZERY&feature=player_embedded))

* Choose **Insert/Shapes** to draw arrows, use a marker, or a pencil for sketching
* Show relations between objects, ideas with **Arrows**
* Highlight texts with a **Marker.** You need to move them behind the text for best effect. Right click on the object, and choose ‘Send Backwards’
* Draw some sketches about your ideas with the **Pencil**

1. **Inserting a Video** ([Insert Video](http://www.youtube.com/watch?v=7xiYuZHnPuM&feature=player_embedded))

* If you would like to insert your own video into a Prezi:
  + Click **Insert>File**in the editor
  + Choose a videofile from your computer
  + Insert the file into Prezi, just as you would insert an image file. Once the video is uploaded to the canvas, you can click on it to get the zebra and then move, scale, or rotate as needed.
* If you would like to insert a YouTube video into a Prezi:
  + Click Insert>YouTube
  + Paste the **URL** of a YouTube video into the dialog box
  + Click Insert in the dialog box

OR

* + Click anywhere on the canvas to open a new textbox.
  + Paste the **URL** of a YouTube video to the textbox (this is not the YouTube embed code).
  + Hit **OK** on the text box. Once the video is selected in Write mode, you can use the Zebra tool to arrange it, or simply drag and move with your mouse.

1. **Overlapping Text and Content in Prezi: Send Backward, Bring Forward** ([Prezi Manual: Arrows, Lines, and Marker](http://www.youtube.com/watch?v=ywbmCMrZERY&feature=player_embedded))

The ability to send objects backward or bring them forward allows you to layer items in your Prezi. This is particularly useful when you would like to include images or drawings behind text.

* To **Send Backward** or **Bring Forward**, click on an item to get the zebra and then right click on it to access secondary editing options.

1. **Layering Text and Content in Prezi: Organizing Information** ([Grouping and Layering](http://www.youtube.com/watch?v=gB1vWnq2cAQ))

* In Prezi, you can use size and rotation to emphasize a point.
* Use the zebra to make your main points (text or other content) larger and the details smaller.

1. **Using Frames to Group Content** ([Grouping and Layering](http://www.youtube.com/watch?v=gB1vWnq2cAQ))

If you place your objects in a frame they will group together and you can move, scale and rotate them as one. **How to group items within frames:**

* Add items (text, images, videos) to the Prezi canvas
* Select a frame from the bubble menu to draw around the objects
* Move/scale/rotate the frame and its contents together
* To remove an object from a frame, drag the object out of the frame at any time.

**OR**

* Draw a frame on the Prezi canvas
* Drag and drop any object(s) (text, images, video) into a frame to group the objects with the frame
* Move/rotate/scale the frame and its contents together.

You can resize frames by double-clicking on a frame to see the four control points, and dragging the control points to change the size of the frame.

1. **Making Smooth Path Transitions**

Creating smooth transitions from one path point to the next is an essential part of creating a good Prezi. Some general tips include:

* Not overdoing rotation – it can make audiences seasick
* Creating path points near each other (rather than zooming back and forth between opposite sides of the canvas)

1. **Creating and Reorganizing a Path** ([Prezi- Path Thumbnails](http://www.youtube.com/watch?v=b2qV_fKNH4c&feature=player_embedded))

* Go to the bubble menu
* Click on the blue Path bubble
* Click on the “add” bubble
* Click on the content in the order you would like to present it. Adding a path point automatically creates a thumbnail in the bottom of your Prezi editor (only visible during Path editing), which indicates the order of your path.
* Click on a thumbnail to see what your path point looks like
* Rearrange path points by clicking and dragging them to where you would like them to go.
* Delete a path point by hovering over its thumbnail and clicking on the “x” that appears.

1. **Collaborating With Others: Prezi Meeting** ([Prezi Meeting](http://www.youtube.com/watch?v=tOo08AEfyCQ&feature=player_embedded))

* To start a Prezi Meeting:
  + Open a Prezi to edit
  + Click **“Meeting”** from the menu bar in the upper right corner of the screen
  + Now you have two options:
    - Select “Invite to edit” to generate a link that you can send to anyone. When your invited collaborators open the link, you will see their avatars. Text, images, and videos added to the Prezi are visible to everyone, giving remote team members the sensation of being in the same creative space together. (When you are invited to co-edit a Prezi you will enter the Prezi Meeting in Show mode upon clicking the link. To start co-editing the Prezi, switch to Edit mode).
    - Select **“Start online presentation”** to generate a link that you can send to anyone. When recipients open this link, they can watch as you present, but will not be able to edit the Prezi. This link expires 10 minutes after you have closed the Prezi and finished the session.
* To navigate in Prezi Meeting:
  + To follow an avatar: click an avatar and select "Take a look"
  + To give a collaborator control of the Prezi (you are currently the presenter): click on the avatar and select "Hand over presentation"
  + To navigate on your own: click on the avatar and select "Explore freely"

1. **Sharing Your Prezi** ([Prezi- Publishing and Sharing](http://www.youtube.com/watch?v=MIc5bfuLLVY))

If you have a free Public account, you can choose to make your Prezi available to view or for reuse by others.

* To change the privacy settings of your Prezi, click on it from Your Prezis page, scroll below the Prezi to the settings box, and select the desired option.
  + Option 1: Public and Allow Copy
    - Publish on Prezi *plus* let other save a copy of it. Others can alter this copy for themselves. But it will not affect the Prezi that you created for yourself.
  + Option 2: Public
    - Publish on Prezi so others can find and use it by searching. They cannot alter your Prezi with this option.
  + Option 3: Private
    - Private Prezis can be accessed only by the owner, coeditors, and invited viewers.
* By making your Prezi public, you have additional sharing options. In the share box at the bottom right corner of the page, you can chose to:
  + Share it by email- copy and paste the URL of the Prezi
  + Facebook- link will be automatically sent to this location
  + Twitter- link will be automatically sent to this location
  + Embed- gives you the HTML code to embed your Prezi to a wiki or blog site.

**Appendix F**

**Evaluating Public Prezis**

**Graphic Organizer**

|  |  |  |  |
| --- | --- | --- | --- |
| **Prezi Feature** | Included in Example Prezi 1- Mind Mechanics: Misery and Liberation | **Included in Example Prezi 2- Martin Luther King, Jr.?** | **Why Does This Feature Make The Presentation(s) Effective and Engaging? – Be specific!** |
| Image |  |  |  |
| Video |  |  |  |
| File |  |  |  |
| Diagram or Drawing |  |  |  |
| Frames to Group Content |  |  |  |
| Smooth Path Transitions |  |  |  |
| Layered Text or Content |  |  |  |
| Overlapping Text or Content |  |  |  |

**Appendix G**

**Evaluating Public Prezis**

**Graphic Organizer Answer Key**

|  |  |  |  |
| --- | --- | --- | --- |
| **Prezi Feature** | Included in Example Prezi 1- Mind Mechanics: Misery and Liberation | **Included in Example Prezi 2- Martin Luther King, Jr.?** | **Why Does This Feature Make The Presentation(s) Effective and Engaging? – Be specific!**  \*Example Answers Included |
| Image | Yes | Yes | \*Answers will vary   * Uses primary sources (actual pictures of Martin Luther King’s family) * Visuals support text (Mind Mechanics has pictures of eyes, ears, nose, mouth, and hands to represent the concept of sensations from the outside world) |
| Video | No | Yes | \*Answers will vary   * Uses primary sources (video of Martin Luther King’s “I Have a Dream Speech”) * Provides context * Visual and sound |
| File | No | No | \*Answers will vary   * Users can access actual documents needed |
| Diagram or Drawing | Yes | Yes | \*Answers will vary   * Martin Luther King Prezi has an arrow to help create a timeline of his life. * In Mind Mechanics, circle and line diagrams illustrate how when two physical sensations are encountered together enough times, they become physically connected in the brain |
| Frames to Group Content | No | Yes | \*Answers will vary   * Helped to organize different time periods of Martin Luther King’s life |
| Smooth Path Transitions | No/Somewhat | Yes | \*Answers will vary   * Martin Luther King Prezi is presented in a linear fashion like a timeline, goes from one point to the next, does not make viewers dizzy * Mind Mechanics presentation has a few of unnecessary twists and turns in the path |

|  |  |  |  |
| --- | --- | --- | --- |
| Layered Text and Content | Yes | Yes | \*Answers will vary   * Organizes information: important=large, less important=small * Main ideas about Martin Luther King’s life is large, details are small * In Mind Mechanics, main ideas, such as the concept “aversion,” are large, while the definition is smaller |
| Overlapping Content | Yes | No | \*Answers will vary   * Helps to organize and present content * Mind Mechanics Prezi has text over pictures/diagrams to help explain or emphasize the picture/diagram (ex. The words “Blah, blah, blah, blah” are placed over a picture of large hands to emphasize that actions can be physical as well as verbal.) |

**Appendix H**

**Evaluation: Reaction**

**Directions: Use this form to rate the content, instructor, and learning environment of the Prezi training that you have just completed. Circle your response for each statement listed below.**

Your Name (Optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Instructor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Prezi Training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COURSE CONTENT**

1. *The course objectives, as stated, were the focus of the lesson every time*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

1. *The course activities (modeling, guided practice, independent practice) enhanced my understanding of Prezi features*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

1. *The delivery method (in-class, computer-based training) was appropriate to teach the Prezi program*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

1. *The course materials (Prezi manual, graphic organizer) supported my learning*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

1. *The technology (wiki webpage, YouTube training videos, document camera, projector, computers) used to present course content supported my learning*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

1. *Learning about the Prezi program was relevant to my job*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

1. *Enough instructions and support materials were given to me to allow me to use what I learned independently back in the classroom*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

1. *The course met my learning needs*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

*Comments:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**COURSE INSTRUCTOR**

1. *Knowledge of the material*

Poor……………Fair……………Average……………Above Average……………Excellent

1. *Ability to communicate in a clear and concise manner*

Poor……………Fair……………Average……………Above Average……………Excellent

1. *Timely and specific feedback and direction during the course*

Poor……………Fair……………Average……………Above Average……………Excellent

*Comments:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**COURSE ENVIRONMENT**

1. *The start and end time of the course was appropriate*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

1. *A sufficient amount of breaks were given during the course, and their length was appropriate*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

1. *The location of the training was comfortable*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

1. *The location of the training was appropriate in relation to my home school*

Strongly Disagree…………Disagree…………Not Sure…………Agree…………Strongly Agree

*Comments:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Appendix I**

**Evaluation: Learning**

**Directions: Instructors will use this form to summarize and analyze the information gained from the assessments performed during each learning module. Please fill in the information below.**

**Learning Module (check one):**

**\_\_\_\_\_\_\_\_\_ Learning Module 1 – Prezi: Beginners**

**\_\_\_\_\_\_\_\_\_ Learning Module 2 – Prezi: Intermediate**

**\_\_\_\_\_\_\_\_\_ Learning Module 3 – Prezi: Advanced**

**\_\_\_\_\_\_\_\_\_ Learning Module 4 – Prezi: Sharing and Collaborating**

* Number of teachers who met the performance objective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Number of teachers in the training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Percent of Teachers who met the performance objective (number of teachers who met the performance objective divided by the number of teachers in the training): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Analysis of Data:**

Which Prezi feature or skill was most often missed or done incorrectly by learners? Why do you think this happened?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which Prezi feature or skill did learners most often use correctly? Why do you think this happened?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix J**

**Teacher Action Plan**

**Evaluation: Behavior**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prezi Training Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Prezi Training Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prezi Training Instructor Contact Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluating Administrator Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluating Administrator comments in relation to Teacher Action Plan and teacher goals:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: Administrators should send a copy of the Teacher Action Plan after it has been competed to the Prezi Training instructor for evaluation purposes. This plan should be completed and submitted by the end of the current school year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal**  How do I plan to use the new Prezi skills that I learned? | **Activities**  How will I accomplish this goal? What resources do I need? | **Results**  What will be the result of my goal?  How will I know when I have met my goal? | **Due Date**  I will accomplish this goal by: | **Self-Assessment**  What were my strengths in regards to the goal?  What improvements could I make? |
| **I will give the Prezi presentation that I created in the training to an audience of students.** |  |  |  |  |
| **I will create a new Prezi presentation using all of the tools and features of the program that I learned in the training course.** |  |  |  |  |
| **Goal 3 (Self-Selected by Teacher):** |  |  |  |  |

**Teacher Action Plan**

**Appendix K**

**Evaluation: Results**

Directions: Students will fill out this form to evaluate the impact that the Prezi training has had upon the teacher’s ability to present content and the students’ ability to engage with and retain the content that is presented.

**Students,**

**Please read the statements below. Then, put an “X” by the statement that best describes your response.**

1. My teacher has used the Prezi program to present information in class.

\_\_\_\_\_\_\_ Yes

\_\_\_\_\_\_\_ No

(If you answered “no” to this question, you have completed this survey.)

1. When my teacher uses Prezi to show me information about what we are learning, I pay attention to the presentation and what he or she is saying.

\_\_\_\_\_\_\_ Always

\_\_\_\_\_\_\_ Sometimes

\_\_\_\_\_\_\_ Never

1. When my teacher uses Prezi to show me information about what we are learning, I remember the information better than if he or she does not use Prezi.

\_\_\_\_\_\_\_\_ Always

\_\_\_\_\_\_\_\_ Sometimes

\_\_\_\_\_\_\_\_ Never

1. When my teacher uses Prezi to show me information about what we are learning, he or she usually uses (check all that apply):

**\_\_\_\_\_\_\_\_** Pictures

\_\_\_\_\_\_\_\_ Drawings or diagrams

\_\_\_\_\_\_\_\_ Videos

\_\_\_\_\_\_\_\_ Different colors or fonts to highlight important information

**\_\_\_\_\_\_\_\_** Files

1. I like when my teacher uses Prezi to present information better than when he or she uses PowerPoint or other presentation tools (ex. lectures, handouts, etc).

\_\_\_\_\_\_\_\_\_ Yes

\_\_\_\_\_\_\_\_\_ No

\_\_\_\_\_\_\_\_\_ It doesn’t matter to me

1. My teacher has taught me how to use the Prezi program to present information that I have learned in class.

\_\_\_\_\_\_\_ Yes

\_\_\_\_\_\_\_ No

1. If you answered “no” to Question 6, why do you think you have not had the opportunity to use the Prezi program? If you answered “yes,” please skip this question and move on to Question 8.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you answered “yes” to Question 6, what Prezi features have you used?

**\_\_\_\_\_\_\_\_** Pictures

\_\_\_\_\_\_\_\_ Drawings or diagrams

\_\_\_\_\_\_\_\_ Videos

\_\_\_\_\_\_\_\_ Different colors or fonts to highlight important information

**\_\_\_\_\_\_\_\_** Files

1. Do you like using Prezi to present information that you have learned?

\_\_\_\_\_\_\_\_ Yes

\_\_\_\_\_\_\_\_ No

\_\_\_\_\_\_\_\_ It doesn’t matter to me

Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_